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ABSTRACT

This book identifies a method of moral thinking and moral decision making that is compatible with the methods of rigorous disciplinary scholarship. It demonstrates how a comprehensive program of values education may integrate effectively major components of learning in a manner that serves the purposes of human development. The book contributes to faculty understanding of the importance and feasibility of values education and promotes renewed faculty commitment to the aims of values education. A rational, dialectical model of values education based on the contention that the methods and findings of disciplinary and interdisciplinary scholarship are indispensable for critical investigation of values related issues and for responsible moral judgment is recommended. A process of education in values that stresses the indispensability of freedom in human learning, as contrasted to an approach based on psychological conditioning or indoctrination is proposed. Chapter 1 considers some recent evaluations of values education in U.S. schools and colleges. Chapter 2 presents a summary of a concept of moral education without indoctrination. Chapters 3, 4, and 5 are devoted to the examination of several well known theories of values related education. Chapter 6 defines the concept of values and surveys the development of the philosophy of value. Chapter 7 emphasizes the indispensability of knowledge of consequences in any moral evaluation of action. Chapter 8 propounds a model of values related education centered on nurturing the capacity for moral thinking and judgment. Chapter 9 reviews works on moral philosophy. Chapters 10 and 11 examine the idea of virtue in the mainline philosophical tradition. Chapter 12 discusses the theory of faith development. (DK)

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